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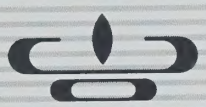
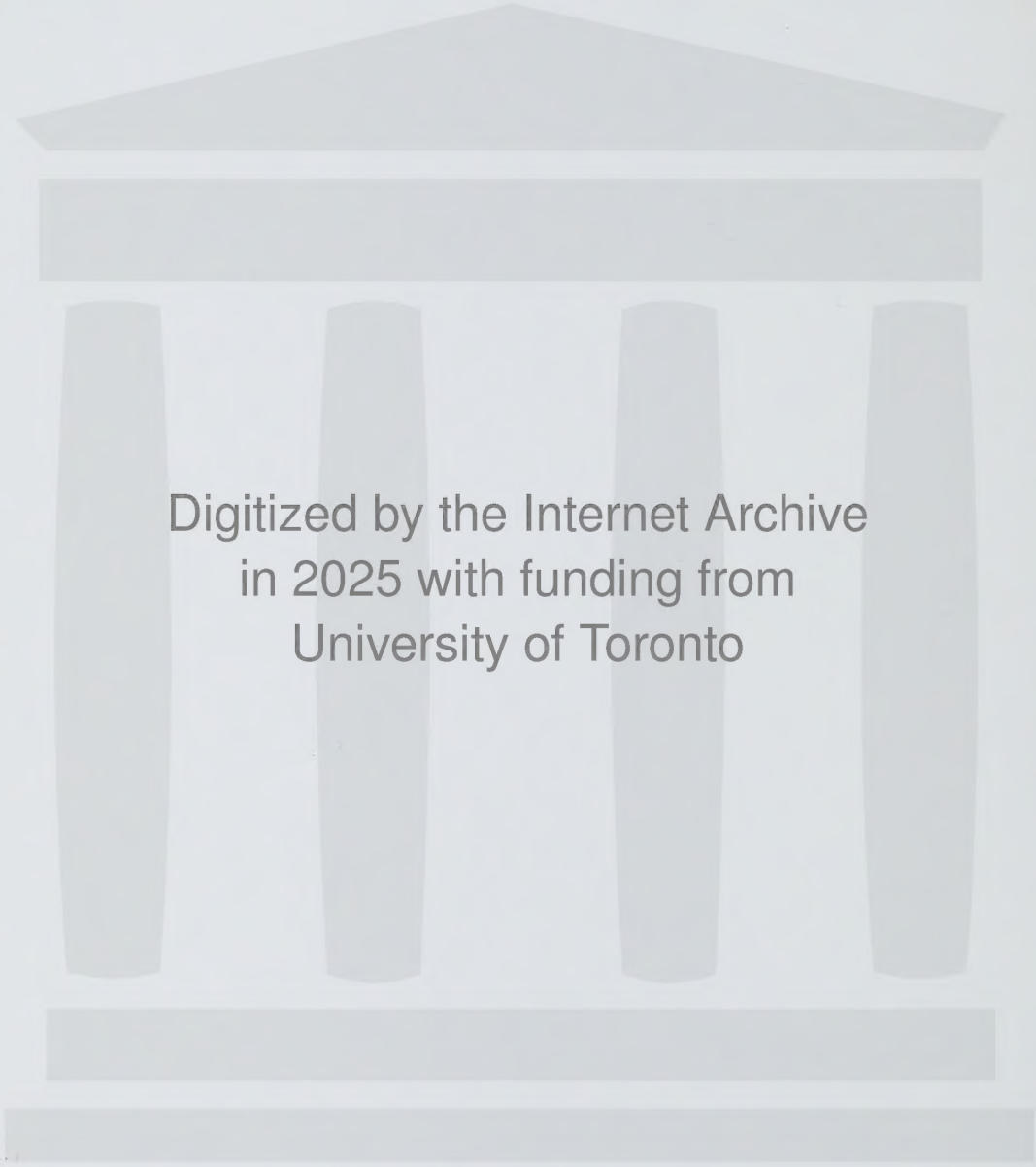


ontario educational television

intermediate social studies: a question of yesterdays

1967
March–May Series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A Question of Yesterdays

SOCIAL STUDIES FOR THE INTERMEDIATE GRADES
A CENTENNIAL SERIES ON LOCAL HISTORY

Ontario Educational Television
Ontario Department of Education
in co-operation with
The Canadian Broadcasting Corporation

Programs in this series
were produced by
DOUGLAS WORLING

with Curriculum Consultants
DAVID CLEE
FRED SWAYZE

Illustrations by
JOHN SIMONS

Suggestions for Viewing Television in the Classroom

THE TELEVISION SET

1. Switch on the television set at least five minutes before the start of the program. Turn the volume control down and cover the picture by adjusting the doors of the set, or cover with drapery or other material. This will ensure a minimum of class interruption during the warm-up procedure.
2. Two minutes prior to telecast, make the necessary adjustments to the brightness and contrast controls to ensure picture clarity. Keep volume turned down.
3. Approximately twenty seconds prior to telecast time remove the screen cover and adjust the volume control. Try to avoid adjustments during the program telecast.
4. Window and other lighting reflections on the screen may occur if the television set is positioned at certain angles to light sources. This condition can be avoided by repositioning the television set or through the use of the cabinet doors. If no doors, cardboard shields may be easily fashioned and fixed to the set.

ENVIRONMENTAL FACTORS

5. It is not necessary to black out the classroom. If lighting can be slightly dimmed by closing window drapery or switching off some lights, acceptable light level should result.
6. Tests should be made prior to the broadcast, to ensure that the maximum benefits of viewing and listening are available to each pupil. The seating arrangements will obviously vary with room shapes, type of furniture and number of pupils, but no pupil should be placed in a position that is greater than a 45° angle from a line drawn straight from the centre of the picture tube. Using a 23-inch screen, the minimum distance between pupil and picture should be approximately five feet, and maximum distance from picture should be approximately twenty feet. The television receiver should be raised to a height so that the centre of the picture tube is approximately 66 inches above floor level.
7. These approximate measurements indicate that a square or wide classroom shape is much better than a long narrow room unless of course, desks can be turned towards a long wall or aligned towards a corner.

Caution: The measurements shown above are approximate. They may not apply to all classrooms and are offered as a guide only. Long extension cords, antenna leads, and insecure structures for the elevation of the television set should be avoided. Pupils should be discouraged from assisting in setting up the television set or making any adjustments to it.

A QUESTION OF YESTERDAYS

INTRODUCTION

This series of six programs, produced for Ontario Educational Television by the Canadian Broadcasting Corporation, celebrates the wealth of local history to be found in any Ontario community. Pupils and teachers should find pleasure and engrossing interest in exploring these resources together.

No province has a richer or longer history. Prehistoric artifacts, all similar in pattern and design, are on display in museums in Peking, Leningrad and Toronto; these attest to ancient intercontinental migrations. Since the last glacier withdrew from what is now Ontario, men have travelled a network of trails and waterways. These paths are linked with the transcontinental routes which were used for the trading of copper and flint and sea shells. Geographers and archaeologists are attempting to draw the pre-glacial configurations of the country and assess the scanty evidence of man's occupation of 20,000 years ago.

We, as teachers, have been too inclined to think of local history as being limited to the Huron-Iroquois-French period or to the first half of the 19th Century. We treat history as though nothing happened in Ontario before Champlain first mapped Huronia, or after Confederation. The series is intended to encourage schools to inquire into the historical evidences of the development of the community in which the pupils live. This approach is the one that motivates and enlightens the New Social Studies.

HISTORY AS INQUIRY

The essence of the study of history is inquiry, rather than the mastery of a set of 'facts' or 'answers'. The ideas of history as course-coverage and of the teacher as the fount of all knowledge are slowly being replaced by the notions that students must be active participants in the learning process and that the teacher's role is that of Socratic questioner.

The Committee on the Study of History — a group of American school and college teachers — is experimenting with a particular method of teaching history to classes of pupils of widely varying abilities and achievement levels. "The Committee's prime assumption is that the essence of the study of history is inquiry . . . that in order to contribute to the maturation of the student's intellectual powers, the study of history must be relevant to his own concerns. We are not seeking to train a cadre of junior historians, but we believe that only if the student is allowed to be a historian for a while can he get some sense of the point of studying history." (Dr. V. R. Halsey of Amherst College)

The community is a laboratory for Social Studies students. The sources of localized history are readily at hand: things you can see, places you can visit, people of whom you can ask questions, things you can read. History is where you find it.

Every school should plan to see these and other relevant programs. Timetables are flexible things, to be adjusted to enrich the educational experiences of children.

Program 1
Where is History?

The first program will show pupils that the community in which they live is rich in a history that has to do with people who "lived and felt and had their being". It illustrates how they met their many problems, and how they solved them, or failed to solve them.

The sequences are intended to encourage pupils to explore their home environment with the questions Who? How? Why? Where?, not merely with the When? and What? of traditional textbook history. The discovery of old Indian trails, the digging by school children of an Indian site in Huronia, a marker in a country churchyard that tells of a pioneer family, an old house of historic significance are all included in the sequences.

Program 2
Do You Dig History?

The second program deals with such questions as these: How do you find sites of old Indian villages? How do you know where to look? How do you dig for history? It seeks to show that these sites are very important; once the artifacts are disturbed or lost the historic significance is destroyed.

There is underwater film footage, as well as sequences of recent work at Warminster.

Program 3
A Mile in His Moccasins

The title comes from an Indian proverb: to know a man you must walk a mile in his moccasins. The program shows what we can discover about Indians *and* history from archaeology and from early journals and reports. We can find out about our early settlers from interviews with older people who remember stories told to them by their fathers and grandfathers.

Lloydtown is an example of an historical village long since by-passed by progress; Mrs. Sibbal and her family at Sibbal Park Point exemplify a long and honourable family tradition.

Program 4
Why Huronia?

The fourth program examines reasons for French settlement in this area. Except for the town of Quebec itself, Sainte-Marie-among-the-Hurons — the mission fort built on the Wye in 1639 — was the largest and most important centre of French culture in all of New France.

Graphics demonstrate the central location of the site on trails whose origin is lost in antiquity. The Toronto Carrying-Place and the Nine-mile Portage are considered in this context. The political, economic and religious aspects of French culture are examined.

Program 5
Sainte-Marie-Among-the-Hurons, Part 1

This program will show the steps in the reconstruction of an historic site, from farmer's field to mission-fort. The reconstruction of Sainte-Marie at Midland is almost completed, with the official opening scheduled for this year.

The time may soon be here for every school child in Ontario to see this cradle of Western civilization in Canada. Even now, teachers may make arrangements for some pupils to stay in the area for an extended study visit. The development of study centres at major historic sites and conservation areas is an exciting prospect.

Program 6
Sainte-Marie-Among-the-Hurons, Part 2

The final program will attempt to show life in the 16th Century. It will also supply a recapitulation of the preceding programs by pointing up what may be done in any community. A student may use, for instance, the archival possibilities of a local town newspaper which, in effect, is the diary of a community.

School displays and museums dramatize the rewards of local studies. Local history is good history, offering opportunities for inquiry and discovery as well as reconstruction.